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ABSTRACT

This final report describes completion of the RAISE (Reaching American Indian Special/Elementary Educators) program and how the goals and objectives presented in the original proposal were met from September 1, 1998, through June 30, 2002. The project was designed to prepare Navajo and non-Navajo students to earn dual certification in special education and elementary education, teach in impoverished rural and remote areas, and work in inclusive school models with culturally and linguistically diverse populations. The report provides: (1) a brief review of the project goals and objectives; (2) a summary of the completion of the project activities, September 1, 1998, through June 30, 2002; and (3) a final budget report. The project resulted in seven students, including two Navajo paraprofessionals, being recruited and admitted to the Teacher Education Project in the Center for Excellence in Education at Northern Arizona University. All 7 students have successfully completed the 3-semester cycle of course work, a total of 46 competency-based courses. An additional seven students are completing their final semester of required elementary education courses. (CR)

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ED 479 683

GRANT FINAL REPORT

Project Title: Reaching American Indian Special/Elementary Educators

Award Number H325H980048

Three-Year Project Period: September 1, 1998 - August 31, 2001

No Cost Extension: September 1, 2001 – December 31, 2002

Northern Arizona University
Center for Excellence in Education
June 1, 2002

Principal Investigators:

Dr. Greg Prater Dr. Catherine Medina
NAU Faculty in Residence

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GRANT FINAL REPORT: YEAR THREE OF THREE YEAR PROJECT

Award Number H325H980048

Project Title: Reaching American Indian Special/Elementary Educators

Three-Year Project Period: September 1, 1998 - August 31, 2001

No Cost Extension: September 1, 2001 – December 31, 2002

Introduction

This final report describes the completion of the RAISE program and how the goals and objectives presented in the original proposal were met from September 1, 1998 through June 30, 2002. The report provides (1) a brief review of the project goal and objectives; (2) a summary of the completion of the project activities, September 1, 1998 through June 30, 2002; and (3) a final budget report. Grant award notification was received September 24, 1998 and Northern Arizona University's fall semester for 1998 began on August 24. Therefore a request for a no cost extension was made and granted. As we review the project upon completion we were consistently on schedule, we have successfully completed all the proposed objectives and activities, and we stayed within the proposed budget.

Project Goal: To prepare Navajo and non-Navajo students to (a) earn dual certification in special education and elementary education, (b) teach in impoverished rural and remote areas, and (c) work in inclusive school models with culturally and linguistically diverse populations.

Objectives, Activities, and Plans

Five major objectives support the project goal and guide the project activities (See "Goal and Objectives of the Project" in original grant proposal, pp.22-36). Each objective is outlined below and accompanied by a summary of activities carried out throughout the grant period to meet the objectives of the project. A summary of the budget is also included.

Objective #1: Recruit and Prepare Project Participants

The cohort of seven students recruited and admitted to the Teacher Education Program in the Center for Excellence in Education at Northern Arizona University (CEE/NAU) have successfully completed the three semester cycle of courses.

•The two non-Navajo students residing in Kayenta, Arizona worked with children in the local Primary, Intermediate, Middle and High schools for at least 3 hours a day, Monday to Friday. They were often substitute teachers, working full days, on an average of three days per week. They also became involved in community volunteer work, including troop leadership with Girl Scouts of America.

•Two Navajo students are employed with the Kayenta Unified School District (KUSD) as paraprofessionals, working full time in classrooms and raising families. One Navajo student who currently works full time with the Kayenta Municipal Office as a civil Engineer, teaches voluntarily with the KUSD for five hours a week.

•In order to be recommended for special education certification at NAU, students must also be certified in elementary or secondary education. Seven former Rural Special Education Project (RSEP) students are completing their final semester of required elementary education courses, bringing the total number of participants in this year's project to fourteen. (Another 3 former RSEP students, who have completed all required special and elementary education courses, are now completing their Student Teacher Placement.)

•Dr. Greg Prater conducted the OSERS Payback Agreement orientation (see pp.24-25 of original proposal). Each RAISE participant signed a letter stating that s/he did attend the orientation at which the repayment agreement was explained.

•Six applicants were accepted into the second cohort of the RAISE program. All of these students were employed as paraprofessional with the KUSD, and had been recommended to the program by KUSD administrators. Five of these applicants are Navajo, and the one non-Navajo applicant was raised, and lives, in Kayenta.

•In addition, four former RSEP students completed their required elementary education courses with the second cohort of RAISE students.

•Recruitment for students from the NAU main campus resulted in one non-Navajo student who resided in Kayenta throughout the one and a half years of the program. This Anglo student worked as a substitute teacher in the District and was active in sports activities as a coach.

Objective #2: Preparation for Project Implementation

The original proposal stated that the project would have a seamless curriculum.

•In order to accommodate former RESP students some alterations were made (i.e. some courses were offered as "stand alone courses"). However, this did not affect the original intent of the seamless curriculum.

•Modifications to the NAU undergraduate teacher program were made in order to meet the RAISE program's goals. (Please see the description of RAISE program and the course content of a "seamless curriculum" on p. 25 of proposal)

•All special features of RAISE that make it distinct from our on-campus program were maintained. (See detailed list of special features on p. 26 of proposal.)

Objective #3: Implementation of Project

A formal program of undergraduate course-work and practica was fully implemented, including a full schedule of course-work and practica.

•A three-semester program of study was completed for both Cohort I and Cohort II program participants. A total of 46 hours of course-work, including practica, will left only student teaching as a requirement for graduation.

•All seven cohort I students completed the proposed program course work schedule and all seven cohort II students completed the proposed program course work schedule. (The complete program of course-work is included in Appendix J of the proposal.)

•Students attended classes in the late afternoon and evenings during the week. During the day they completed practica assignments in their classroom settings, under the supervision of their mentor teachers and the NAU project manager.

•Course-work was competency based. All program participants applied their newly-learned skills and abilities in their classroom internship settings.

•Cohort 1 attended the American Council on Rural Special Education (ACRES) conference in March of 1999. Cohort 1 submitted proposals and papers for the ACRES 2000 conference, and presented at the conference in March 2000.

- Cohort 2 submitted proposals and papers for the ACRES 2001 conference, and presentated at the conference in March 2001.
- Cohort 2 project participants attended the Council for Exceptional Children conference in November 2001.

Objective #4: Evaluation of the Project

Evaluation procedures have been implemented, based upon scientific competencies, as outlined in the original proposal.

•Students' achievement of these competencies has been assessed in their practica settings, under the supervision of program faculty and mentor teachers, and through written and oral presentations during course-work

•Students kept reaction journals which were periodically reviewed by Grant personnel.

•The Final Evaluation will be conducted as specified in the original proposal.

Objective #5: Disseminate Findings:

Both Cohort 1 and 2 program participants, mentored by project faculty, identified topics for research. These topics addressed issues relevant to teaching Native American special education students in rural settings.

•RAISE students were involved in research design, data collection, and analysis.

•Utilizing these data, RAISE students wrote and submitted formal proposals for papers which were presented at the annual ACRES conference.

•With acceptance of these proposals, RAISE students wrote academic research papers and presented the research at the March 2000 ACRES conference, March 2001 ACRES conference. All research papers were included in the conference proceedings.

•Two project personnel submitted a proposal for a paper to be presented at the Annual Learn in Beauty American Indian Education Conference, which took place in June 2000. The proposed paper, in part discussed the RAISE project.

- Two project personnel presented a paper at the American Council on Rural Special Education Conference in 2002

- Two project personnel submitted a proposal for a paepr to be p[resented at the 11th Annual Alaska Statewide Special Education Conference, and presented information regarding the project in February 2002.

Recruitment and Advisement:

1. Cohort 1 and 2 participated in a orientation designed to familiarize students with the program and culture.

2. The program participants received support and advisement from RAISE project personnel, CEE/NAU personnel, and NAU Statewide Programs personnel, as they continued in the program. They successfully completed all course-work, fulfilled all practica requirements, and developed their professional skills and abilities.

Evaluation:

1. Students' acquisition of knowledge and professional skills were evaluated through quizzes, examinations, projects, portfolios and presentations.

2. Students' skills in planning and instruction were evaluated in the context of their practica assignments situated within inclusive classrooms, and through their micro-teaching during NAU coursework.

3. Each semester, students were assessed in terms of their demonstration of specific competencies related to their course work, practica and professional responsibilities.

Budget Update

An up-to-date budget summary is attached to this report. It shows that the final budgeted funds for this three year project, as of June 30, 2002, are 75.47% used.

Dr. Greg Prater finished the last semester of the project as the full-time Project Manager. Various part-time instructors were employed throughout the program's history. The project investigators continued to make frequent trips to Kayenta to ensure that project goals, objectives and activities were fulfilled.

Summary

As the program comes to an end, all parties involved in the project (the Principal Investigators, the Center for Excellence in Education at NAU, the Kayenta Unified School District, and the students) are justifiably proud of the results. The Plan of Operation (including objectives and activities) have been followed. A program of teacher education for minority special education teachers who are working and residing in a rural American Indian reservation, has been fully implemented.

The principal investigators have received strong support from NAU and the Kayenta Unified School District. Students are fully engaged in learning and applying their new professional skills and abilities in the context of school-based, supervised practica. Fifteen prospective students (all KUSD paraprofessionals) have prepared themselves for potential acceptance into the second RAISE cohort .

Grant funds for students' tuition waivers, textbooks, and fees are of crucial importance because of the financial constraints faced by our students, most of whom are working adults with family responsibilities. (Many are single parents.) Grant funds are carefully utilized to provide essential resources such as trips to professional conferences, supplies and materials, and part-time faculty - all of which directly benefit our students.

We are, therefore, requesting continuation of grant funding for the third year of the project (September 1, 2000 to August 31, 2001 or December 31, 2001). We thank you for your continued support in achieving our goal - the preparation of special education teachers who will work with minority students with disabilities, living in rural Arizona/American Indian reservations.

Principal Investigators:

Greg Prater, Ph.D.	Date	Catherine Medina, Ph.D.	Date

Center for Excellence in Education Center for Excellence in Education

Northern Arizona University Northern Arizona University

SUMMARY

CEE 33S5
R.A.I.S.E

9/1/99 – 8/31/00
(AS OF 12/31/1999)

CATEGORY	BUDGET	ENCUMBERED	EXPENDED	AVAILABLE	%USED
PERSONNEL	$ 87,817.00	-0-	83,776.00	4041.00	95.4%
ERE	$ 24,152.00	-0-	13,787.00	10,365.00	57.08%
TRAVEL	$ 12,582.00	-0-	7180.00	5402.00	57.06%
EQUIPEMENT	$ 3,000.00	-0-	3007.	-7.00	100.23%
SUPPLIES	$ 1,600.00	-0-	3051.00**	-1451.00	190.68%
TOTAL DIRECT COSTS	$129,151.00	-0-	107,814.00	21,355.00	83.47%
INDIRECT COSTS	$ 10,332.00	-0-	5,571.00	4761.00	53.91%
STUDENT SUPPORT	$ 49,600.00	-0-	31,063.00	18537.00	62.62%
TOTAL COSTS	**$189,083.00**	**-0-**	**142,710.00**	**46,369.00**	**75.47%**

****Please note: "SUPPLIES" overage due to first year setting up office for RAISE project manager @ Kayenta and RAISE administrative assistant @ NAU.**

Also, $1126.85 spent on advertisement in local and state newspapers and The Chronicle for Higher Education for RAISE Project Manager.

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